

images, attachments and quotes pulled together to convey a single idea. Using a the Text Learning Object Page, the author can click on the Text button 780 to access the screen display of Fig. 13U and enter text at field 782, can click on the Image button 784 to access the screen display of Fig. 13V and select an image using a browse function 786 and can click on the Attachment button 788 to access the screen display of Fig. 13W and select an attachment using a browse function 790. With respect to the selection of an image, the user can also select an orientation 792 to facilitate where the content will be positioned in respect to the text. To enable other users to find the Text Learning Object using the search function, the user can click on the Fast Finder button 794 to access the screen display of Fig. 13X to enter a Fast Finder type 796 and keywords 798.

Returning to Fig. 4B, having created course content, a user may choose to continue building the course (step 156). If the user decides to continue building the course, the process of creating course content restarts. A user may also choose to classify the content or components thereof (step 158) to facilitate locating of the content by other users using the search function.

A Classify Page allows the author to classify a given object. There are a number of factors by which the object can be classified including, for example, competency level, delivery type, instructional type, source and regions/country. These  
5 classifications allow content to be categorized so that users can search for content based on these defined categories using the search function (see Fig. 7B at 548, 550, 552, 554 and 556). In addition, a Classify-Batch Page allows the author to classify a group of objects from a current course and apply a single  
10 classification to the grouping. This differs from the Classify Page Function which only allows the author to classify one object at a time. By categorizing objects and classifying them as a group, users can easily search for these objects in the system by using the defined categories (see Fig. 7B at 548, 550,  
15 552, 554 and 556).

As shown in Fig. 4B, the user can periodically update its workflow description to account for projects that have been completed or taken to another stage (step 160). A Workflow  
20 Details Page allows the author to indicate stages that he has completed in the development of a project. The Workflow Details Page can include, for example, completion of assembly, editing, quality assurance review and publication of a particular component of a course step.

Finally, as shown in Fig. 4B, the user can return to the home page (step 162).

As described with respect to Fig. 2, the workflow on a particular project can be monitored by a number of individuals associated with the project. Fig. 14 is an embodiment of a representative workflow process screen display 820 that would be available to the author of content (see Fig. 2 at 82). As shown in Fig. 14, a number of course components currently in progress by the author and the progress of those course components are indicated. The name of the course components 822, the workflow status 824 and the last workflow action 826 are reported. In the Review column 828, the author may indicate if content is ready to be submitted for approval by selecting the appropriate choice in the drop down list. In addition, pages can be made available for an administrator (described below) to monitor the status of the workflow and approve or disapprove of the content that has been developed (see Fig. 2 at 94).

##### 5. Administrative Function

Fig. 5 is a flow diagram showing an embodiment of a representative administration process for use in the system and method. As shown in Fig. 5, an administrator of the system, with access to the system home page shown in Fig. 6 (step 180), can further access administrative functions (step 182).